



CALIFORNIA
DEPARTMENT OF
EDUCATION

1430 N STREET
SACRAMENTO, CA
95814-5901

JACK O'CONNELL

State Superintendent of
Public Instruction

PHONE: (916) 319-0800

February 1, 2006

Dear Project Directors of School Districts and Principals Operating Senate Bill 65 School-Based Pupil Motivation and Maintenance Programs (now called the Comprehensive Student Support Programs):

2005-06 COMPREHENSIVE STUDENT SUPPORT YEAR-END REPORT

All schools that received dropout prevention funding for fiscal year 2005-06 as part of the Pupil Retention Block Grant are asked to complete and return the Comprehensive Student Support (CSS) Year-End Report. This report will serve to confirm that school districts receiving funds pursuant to *Education Code* (EC) Section 41506 (f) have utilized these funds to employ outreach consultants as described in Section 52890. Recent legislation (Assembly Bill 1136, Section 52890) also requires the schools to provide a description of the manner in which they will utilize outreach consultants. The state needs this information to determine the success of these strategies and meet the technical assistance needs of these schools.

The deadline for the completed CSS Annual Year-End Report is May 15, 2006. Please mail your report to:

Marco Orlando, Consultant
Counseling, Student Support, and Service-Learning Office
California Department of Education
1430 N Street, Suite 6408
Sacramento, CA 95814-5901
Fax (916) 323-6061

A copy of this annual report form will be posted at the Counseling, Student Support, and Service-Learning Office's Web site at <http://www.cde.ca.gov/ls/ai/dp/>. If you have any questions regarding this subject, please call Marco Orlando, Consultant, at (916) 323-2212, or Margarita Garcia, Consultant, at (916) 323-5029, in the Counseling, Student Support, and Service-Learning Office.

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The completed report will become the property of the California Department of Education. Please retain a copy at your school site.

Sincerely,

Sue Stickel, Deputy Superintendent
Curriculum and Instruction Branch

SS: mo
Enclosures

cc: District superintendents

**2005-06 Comprehensive Student Support Year-End-Report
Transmittal Instructions and Checklist**
(Do not include these two pages with your report.)

Section I	Comprehensive Student Support (CSS) Program Personnel, Budget, and Assurances.....	Pages 1–3
Page 1	Cover Page School to prepare and insert a cover page with the name of the school district and school.	
Page 2	School Site Council Assurance Statement, 2005-06 The School Site Council (SSC) should review and approve the Year-End Report. If you are uncertain whether the composition of your SSC is correct, or if you need other assistance, call Marco Orlando at the Counseling, Student Support, and Service-Learning Office, (916) 323-2212, for assistance.	
Page 3	Personnel List Use this form to report current personnel at your school, telephone number, fax number, e-mail address, and address changes.	
Section II	Program Information and Outcome Data	Pages 4–6
Page 4	Enrollment, Ethnicity/Poverty, Number of Students Retained Report your school's 2005-06 data on this form.	
Page 5	Transience, Attendance, and Student Attitude Information Report your school's 2005-06 data on this form.	
Page 5a	Provide a one-page narrative on your school's attendance improvement program.	
Page 5b	Provide a one-page narrative on your school's behavior improvement program.	
Page 6	Outreach Consultant (ORC) Information Report information for your school's outreach consultant and verification of the required training for that person.	
Page 6	Principal Information Report your school principal's information on this form.	
Section III	Coordination and Integration of Services	Pages 7–9
Page 7	Categorical Programs Report available funds from categorical programs.	
Page 7	Coordination Services Team Report funded members of the Coordination of Services Team.	
Page 8	School Partners Report partnerships developed by the CSS outreach program.	

Section IV	Resiliency and Developmental Assets	Pages 10–13
Pages 10-12	Resiliency Strategies	
Page 13	Developmental Assets	
Pages 13a,b,c	Provide a two-page narrative on your school's resiliency-creating strategies.	
Section V	Student Learning Levels	Page 14
Page 14	Academic Performance Index (API) Base and Growth Reports	
	Provide Academic Performance Index data (API Base and Growth Reports are online at the CDE Web site [http://api.cde.ca.gov/] and insert as 14a , 14b , 14c , etc. with responses).	
Pages 14d, 14e	Report on School's API and Adequate Yearly Progress (AYP) Performance	
	Respond to these questions in narrative form regarding your school's academic performance.	
Section VI	School Goals	Page 14
Page 14	Description of the Review of School Goals	
Page 14f	Report on results of the school goals for the 2004-05 school year.	
Section VII	Student Success Team (SST), School Site Council (SSC), and Coordination of Services Team	Page 15
	ATTACHMENTS A–C	
Page 15	Description of Attachments	
Attachment A	Student Success Team (SST) Summaries	
	Submit any six representative SST summaries arranged in chronological order and attach the follow-up documentation directly to those summaries. The six sample summaries should be for meetings held between May 1, 2004, and June 30, 2005. Please number each initial SST summary sheet and follow-up meeting sheet in the top right-hand corner of the document. (For example, identify the first SST summary sheet and follow-up meeting as "Number 1.") To maintain confidentiality, darken the last name of the student and parent on all SST forms.	
Attachment B	School Site Council (SSC) Minutes	
	Submit minutes (not agendas) of at least three representative meetings with legal quorums.	
Attachment C	Coordination of Services Team Minutes	
	Submit minutes of at least three meetings of the team and related material, including the agendas, student assignments, and memoranda of understanding with outside agencies. This material should include evidence that student and family needs are the major topics of these meetings. Darken the last name of students and families to maintain confidentiality.	

Section I: School Site Council Assurance Statement, 2005-06

School	Date
School District	CDS Code
School Principal	Telephone No. ()

Composition of the School Site Council

Every school-based coordinated program must have a school site council (SSC) composed equally of school staff and parents or students. Members of the SSC are elected by their peers (e.g., teachers, classified employees, parents, and students). School staff membership must include a majority of classroom teachers and at least one staff member who is neither the principal nor a teacher. The parent membership at an elementary school must equal the total school staff membership. At middle and high schools, students must constitute half of the parent and student membership and together must equal the total school staff membership. A community member may take the place of a parent if chosen by parents of students currently attending the school (*Education Code [EC] Section 52852*).

The minimum number of SSC members for an elementary school is **10**; for a middle or high school, the minimum number is **12**. Middle schools may choose the composition of either the elementary or secondary school, but they may not mix the compositions. Type or print the full name and current position of each individual on the 2005-06 School Site Council.

Principal	Parent
Teacher	Parent
Teacher	Parent
Teacher	Parent/Student (Circle One)
Teacher	Parent/Student (Circle One)
Other	Parent/Student (Circle One)

I attest that the members listed above reviewed and approved the CSS program, Single Plan for Student Achievement, and description of the outreach consultant position for 2005-06 by a majority vote. We were the duly elected school site council of our school in 2005-06.

Printed Name of the SSC Chairperson	SSC Position (e.g., parent, teacher)
Signature of 2005-06 SSC Chairperson	Date

Section I: Personnel List, 2005-06

Name of School District			
Name of Superintendent			
District Address		City	State ZIP
Telephone No. ()		Fax No. ()	
Name of District Business Manager/Grants Officer			
Title			
District Address		City	State ZIP
Telephone No. ()		Fax No. ()	
Name of Comprehensive Student Support District Coordinator			
Title			
Address		City	State ZIP
Telephone No. ()		Fax No. ()	
E-mail address			
Name of School		CDS Code	
Name of School Principal			
School Address		City	State ZIP
Telephone No. ()		Fax No. ()	
Name of Outreach Consultant			
Outreach Consultant Telephone No. ()		Outreach Consultant Fax No. ()	
E-mail Address			

- ☐ Check this box if the school received dropout prevention funding (CSS program) or funding for the first time during 2005-06.
- ☐ Check this box if the principal is new to the school.
- ☐ Check this box if the outreach consultant is new to the school.

Section II: Program Information and Outcome Data

County	CDS Code
School District	District Contact
School	School Principal
School Address	Outreach Consultant
City State ZIP	Telephone No. Fax No. () ()

This reporting form is the Comprehensive Student Support Year-End Report for schools that received funding in the 2005-06 program year. Schools are asked to submit data to assist the state in monitoring the Comprehensive Student Support (CSS) funding process and meeting the technical assistance needs of these schools.

Data Collection. Following the recommendations of the federal No Child Left Behind Act of 2001, the CSS program asks schools to collect and report learning data on multifunded student populations (e.g., Title I, special education, and English learners).

A. Enrollment: Enter the total number of students enrolled at your school during each year and indicate the type of school: ☐ Year-Round School ☐ Traditional

2003-04 2004-05 2005-06

B. Ethnicity/Poverty: Enter the *percentage* of each group represented in your school population (e.g., 52.5 percent) in school year 2005-06.

<input type="text"/> % American Indian/Alaska Native	<input type="text"/> % African American
<input type="text"/> % Asian	<input type="text"/> % White, not Hispanic origin
<input type="text"/> % Pacific Islander	<input type="text"/> % Multiple/No Response
<input type="text"/> % Filipino	<input type="text"/> % Socioeconomically Disadvantaged
<input type="text"/> % Hispanic or Latino	

C. Number of Students Retained: 2003-04 2004-05

For high schools, indicate the number of students for which you have a full year's data who did not receive sufficient units to continue to the next grade level.

Section II: Program Information and Outcome Data

- D. Transience:** List the *percentage* of the students who entered or left school without completing an entire year for which you have a full year's data.

Percentage of Transient Students: % 2003-04 % 2004-05

E. Attendance

Enter the *percentage* figures of actual in-seat attendance from the first day of school to April 30 for each of the last three years.

% 2003-04 % 2004-05 % 2005-06

1. Indicate the attendance improvement goals (in percentages) that the school set for the 2005-06 school year. _____
2. On a separate page (**page 5a**) write a one-page narrative explaining how the attendance goals were accomplished. If the goals were not achieved, identify the remedies planned. You may use a student case history to illustrate how attendance improved for that student.

F. Attitude (Student Behavior)

1. Indicate the quantitative behavior improvement goals that the school set for the 2005-06 school year. _____
2. On a separate page (**page 5b**) write a one-page narrative explaining how the school's student behavior improvement goals were achieved. If the goals were not achieved, identify the remedies planned. You may use a student case history to illustrate the student's improved behavior.
3. Please provide the cumulative number of days of suspensions and expulsions administered by the school for the last three years from the first day of school until April 30 in each year.

Fiscal Year	Days of In-School Suspensions	Days of Regular Suspensions	Students Expelled
2003-04			
2004-05			
2005-06			

G. Outreach Consultant (ORC) Information

Male ☐ Female ☐ One Person ☐ Two Persons ☐

Years in ORC position at current school _____ ORC salary & benefits _____

H.S. Diploma		M.A. / M.S. / M.S.W.		Classified	
A.A. Degree		Ph.D./Ed.D.		Credentialed	
B.A./B.S. Degree		Dropout Prevention Specialist Certificate		Contact Person	

Section II: Program Information and Outcome Data

Principal's Verification

Current legislation *EC* Section 52890 continues the training requirement for the outreach consultant position. The principal's signature here confirms that the school's ORC has completed formal dropout prevention specialist training:

I, the principal of _____ school, confirm that _____ has completed formal dropout prevention specialist training at the following California State University (CSU) site: _____. The certificate was issued on _____.

Principal (printed name) _____ Date _____

Principal's signature _____

The ORC is enrolled currently at _____ and will complete the certificate by (date) _____, 2006.

Section III: Coordination and Integration of Services

The block grant legislation (AB 825, 2004) provides for more local flexibility in the use of certain categorical funds. The Student Retention block grant includes funding for the outreach consultant position. Schools must still hire and train an outreach consultant for the CSS program. They may also coordinate and integrate other services and resources provided in the Student Retention block grant to meet student and family needs.

1. List **all** the funds from categorical programs available at your school and the dollars allocated. (If additional pages are needed, insert as pages 7a, 7b, etc.)

Categorical Program	2005-06 Funding	2004-05 Funding
Pupil Motivation and Maintenance Program		
Title 1 (Federal)		

2. The CSS program has regular, formal meetings (e.g., a “coordination of services team” composed of state-funded and federally funded personnel). List the names of your school’s coordination team, their positions, and the source that funds them in the spaces provided below. (To list any additional team members, make a copy of this page and number it 7c.)

Coordination of Services Team

Name	Position	Categorical Program

Name	Position	Categorical Program

3. Please list all the civic and community groups and industry and business partnerships developed by the CSS outreach program that provide resources and in-kind support to the school. List the group, type of support, and the estimated dollar value of the support provided to the school. (Additional pages may be indicated as 8a, 8b, etc.)

Name of the Group That Provides Support	Private and Public Grants	Fiscal and In-Kind Support	Estimated Dollar Value
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

Name of the Group That Provides Support	Private and Public Grants	Fiscal and In-Kind Support	Estimated Dollar Value
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			

Section IV: Resiliency Strategies and Developmental Assets

The resiliency-creating strategies and the developmental assets that are generated as a result are critical character builders for students in at-risk circumstances. Provide a one-to three-page narrative (**pages 13a, 13b, 13c**), identifying at least one strategy that you believe builds student resiliency at your school. Describe only strategies for which you have quantitative measures of success. Indicate which developmental asset was strengthened and use quantitative evidence of success to support your statement. The resiliency strategies are categorized below under six groupings.

Resiliency Strategies

1. Pro-social Bonding

- a. Increase bonds of “connectedness” between family members, between school and students, and between students and other positive, pro-social bonding groups or activities.
- b. Have staff recast themselves as nurturers and work to build positive relationships with students.
- c. Develop before-, after-, and in-school activities for students.
- d. Have the principal structure the workday to promote meaningful and positive interactions among staff members.
- e. Create positive bonds with families by using various strategies that link school and home. Recognition programs and student award programs are examples of such approaches.
- f. Make the physical environment of the school warm, positive, and inviting.

2. Life Skills

- a. Build the knowledge base for resiliency skills, such as refusal skills, assertiveness, healthy conflict resolution, decision-making skills, stress management, making friends, and job interview skills. Consistently teach the qualities of a good employee to students in a format that emphasizes role playing and relevance to real-life situations.
- b. Stress cooperative learning strategies (i.e., learning that focuses on both social skills and academic outcomes).
- c. Emphasize cooperation among staff members. They can brainstorm ways to support the need for ongoing skill development for effective organizational functioning and teaching.

- d. Offer staff development opportunities on effective organizational change and encourage participation based on self-identified needs for skill development.

3. Clear, Consistent Boundaries

- a. Establish a clear, firm policy addressing student behaviors and consistently enforce it.
- b. Implement an early identification and intervention process for students who need help (e.g., through the student success team).
- c. Clearly communicate and enforce boundaries and expectations for school staff. This process includes providing information on school policies, organizational rules, and parent support groups for holding family meetings and creating family rules. The school should foster an ongoing discussion of norms, rules, goals, and expectations for staff and students.
- d. Encourage staff to model behavioral expectations developed for students and themselves.
- e. Offer staff development on policy and procedural issues and effective classroom management.

4. Caring and Support

- a. Provide many types of incentives, recognition, and rewards for students.
- b. Employ structures and programs such as counseling, support groups, home teachers, advisers, and homerooms.
- c. Put many types of incentives, recognition, and rewards in place for staff, families, and community supporters.
- d. Implement a reward system for the staff that provides recognition for individual risk taking and achievement. Support a climate of kindness and encouragement for those willing to take risks to help students.
- e. Ensure that all children experience caring and support through school programs, such as mentors and community support groups that provide unconditional caring, listening, and encouragement.
- f. Organize programs so that students identified in at-risk situations have regular contact with at least one caring adult at the school.

5. High Expectations

- a. Communicate clearly and frequently the belief that all students can succeed and provide them with high expectations for success.
- b. Ensure through policy and practice that little or no student labeling or tracking, either formal or informal, takes place in the school.
- c. Communicate the belief that all staff members must be supportive of the school effort and that they can be successful.
- d. Encourage increased understanding of each staff member's contribution through job sharing, teaming, and other activities.
- e. Provide growth plans with clear outcomes, regular reviews, and supportive feedback.
- f. Create a pervasive "can do" attitude throughout the school as high standards are internalized.

6. Opportunities for Meaningful Participation

- a. Establish student programs that emphasize service to other students, the school, and the community.
- b. Involve students and staff members meaningfully in school decision making, including decisions about governance and school policy.
- c. Define staff roles to include organization-wide responsibilities.
- d. View every person in the school community (e.g., students, families, and staff) as resources, rather than as a problem or an object.
- e. Encourage and reward staff and students who probe assumptions to do what really matters and take risks.
- f. Involve each student in some positive school program, such as cross-age tutoring, a support group, a club, or an organization.
- g. Foster service-learning, community service programs, or both.

Developmental Assets

Children's ability to develop resiliency to some adversity in their lives will manifest itself as a specific developmental asset. A student's developmental assets can be the result of effective resiliency-creating strategies and services developed either at home or at the school. The goal of building resiliency in students is to produce one or more of the assets named below. Research has shown that the following assets are strong indicators of healthy and resilient students who grow up to live productive and successful lives. Schools that institutionalize resiliency strategies fostering these assets have the greatest chance of making a positive impact on the lives of students at high risk of failure.

External Assets

Support

1. Family support
2. Positive family communication
3. Other adult relationships
4. Caring neighborhood
5. Caring School Climate
6. Parent involvement in schooling
7. Community values youths
8. Youths as resources
9. Service to others
10. Safety

Boundaries and Expectations

1. Family boundaries
2. School boundaries
3. Neighborhood boundaries
4. Adult role models
5. Positive peer influence
6. High expectations
7. Creative activities
8. Youth programs
9. Religious community
10. Time at home

Internal Assets

Commitment to Learning

1. Achievement motivation
2. School engagement
3. Homework
4. Bonding to school
5. Reading for pleasure
6. Caring

Social Competencies

7. Planning and decision making
8. Interpersonal competence
9. Cultural competence
10. Resistance skills

Positive Values

1. Equality and social justice
2. Integrity
3. Honesty
4. Responsibility
5. Restraint

Positive Identity

5. Personal power
6. Self-esteem
7. Sense of purpose
8. Positive view of personal future
9. Peaceful conflict resolution

For further explanation of the *Forty Developmental Assets*, contact the Search Institute, 700 S. Third Street, Suite 210, Minneapolis, MN 55415, (800) 888-7828; or view the Web site at www.search-institute.org.

Section V: Student Learning Levels

The ultimate evidence of an improving school is higher student performance. Please attach **both** your school's **Growth Report** and **Base Report** data of the California Department of Education's (CDE's) complete Academic Performance Index (API) school report as **pages 14a, 14b, 14c**, etc., after this page of the report. These test data can be obtained from the district office or directly from the CDE's API Web site at <http://api.cde.ca.gov/>.

Please provide a minimum of two double-spaced pages (**pages 14d and 14e**) to answer the following questions. Before completing this section, review student performance data, based on the school's API results. **Base your findings on student performance indicators consistent with the *California Standards Test*.**

- Did your site meet or exceed your API and adequate yearly progress (AYP) targets?
- If your site met your API and AYP target, to what do you attribute your success?
- If your site did not meet your API or AYP targets, indicate what changes or strategies your site will implement to achieve your targets for the 2006-07 school year.

Section VI: School Goals

Researchers uniformly hold that setting result goals, quantitatively worded, is one of the most important steps an improving school can take. Provide a single-page report on the results of one of the school's goals indicated in your school plan. The goal should focus on an area in student performance that can be monitored during the year (e.g., student attendance, attitude [behavior], or achievement. Please indicate whose responsibility it will be to measure this goal and how the school will recognize and celebrate its attainment with families, staff, and students. This goal should be consistent and integrated with the goals of your school's Single Plan for Student Achievement.) **(Attach as page 14f)**

Section VII: SST, SSC, and Coordination of Services Team

SST's, SSC's, and Coordination of Service Teams are critical elements in involving and representing students, families, and the community in the issues confronting schools.

Compile the following attachments and label each attachment clearly:

Attachment A: SST Summaries. Submit any six representative SST summaries, including all follow-up meeting forms filed immediately behind their respective initial SST meeting summary.

Attachment B: School Site Council Minutes. Submit minutes (not agendas) of three representative meetings with legal quorums. Include a sign-in sheet showing the actual signatures of SSC voting members who attended each meeting. Indicate each member's role on the council when noting who attended the meeting (for example, "Mrs. Smith, parent," "Mr. Gray, teacher").

Attachment C: Coordination of Services Team Minutes. Submit minutes of at least three meetings of the school Coordination of Services Team. Provide only the first names of those students identified and served. Submit the list of students served, the ongoing disposition of the students identified, and the services provided those students. Include any positive results of this identification and service.

REMINDER: Include a stamped, self-addressed postcard attached to the cover page of your CSS Year-End Report. The postcard will be date-stamped and returned to your school as notification that the CDE has received your submission by the **May 15, 2006** deadline. **The report becomes the property of the CDE and will not be returned to your school.** Please retain a copy at the school and mail the original report to:

Marco Orlando, Consultant
Counseling, Student Support, and Service-Learning Office
California Department of Education
1430 N Street, Suite 6408
Sacramento, CA 95814-5901